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ABSTRACT

This report presents an evaluation of the Medford, Massachusetts, Language, Education, Acceleration Program (Project LEAP) for the 1979-80 school year. The first section presents findings of evaluator observations during program implementation. The second section reports findings from quantitative measures: standardized tests, evaluator-constructed tests, and questionnaires. The appendix includes reports from program specialists, examples of language activities, correspondence, and newsletters. (MK)

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AN EVALUATION OF PROJECT LEAP, E.S.E.A. TITLE I PROGRAM OF MEDFORD, MASSACHUSETTS

1979-1980

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1980

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Evaluation and Observation of the Program in Progress

Evaluators made regular visits to the participating schools, met with the Project Director several times, and spent a morning with the Parents Advisory Council discussing the results of last year's evaluation report and responding to questions. Additionally, the evaluators were involved in providing some inservice training for veteran and new staff members, and in helping parents develop leadership skills. The latter took the form of several workshops initiated last year by interested parents and led by one of the evaluators with expertise in this area.

This year one elementary school-the Hancock- was lost to the program due to ineligibility; however another-the Curtis- became eligible and was added.

Facilities

In general, program facilities continue to range from good to excellent. Two notable improvements were made this year. At the Swan School, the Title I program is now housed in a classroom instead of the open space within the basement it had occupied earlier. At the Tufts School the program has moved from a small conference room to one half of a classroom. These are positive changes made possible by reduced enrollments at these schools. Instructional space in the other participating schools is for the most part comfortable, attractive, and well-maintained.

Materials

There continues to be a wide array of materials available for use in the program, including software and hardware. Teachers are creative in their use of these materials and develop their own when necessary. The Resource Center continues to operate efficiently servicing both staff members and interested parents. Most importantly, new materials are sought and examined critically on a regular basis.

Staff

Generally, the staff displays a high level of instructional skill and professionalism. The program specialists are excellent. Those in Reading, and Speech and Language, and the Adjustment Counselor provide consultation to classroom teachers and LEAP staff. They are also involved in inservice staff development and parent education through workshops, inservice meetings, open houses, etc. For example, on February 6, and 13th the Speech and Language Specialists conducted inservice workshops on extracting and applying information from speech and language tests. A variety of language and other activities emerged from these workshops and were printed for distribution to parents and other interested parties. Copies of these activity descriptions are included in the Appendix.

This year the adjustment counselors position has been filled by a new person. She appears to be very well-skilled and, under the supervision of the Project Director, has been serving effectively as a consultant and support person for

teachers and school personnel. She has also assumed a more active role vis a vis parents, and notes that the number of children referred this year is significantly higher than in previous years.

Although Physical Education ranked low in the needs assessment completed this year, the evaluators believe this probably reflects the relative priority assigned this activity when all children are considered. It seems evident that the specific children selected for Title I Physical Education both require and benefit from the program. The Physical Education Specialist is capable and well motivated.

One problem, which affects the staff and was discussed in the interum report, deserves some comment here. This concerns the turnover of Title I teachers replaced by Medford classroom teachers whose original positions were lost due to decreased enrollments. Many of these new staff are less skilled than the Title I instructors they replace, particularly with reference to experientially-based teaching, which is fundamental to the instrcutional program. The inservice training provided by the Project Director and the Program Educators has proved helpful, and on a more positive note, it should be stated that a few of the new staff are quite skilled. However, the evaluators believe that continued use of a replacement policy such as this will ultimately undermine the quality and overall effectiveness of the program. Therefore, we strongly urge the school administration to review its policy for the assignment of teachers to the Title I program

based on past classroom experience.

The Career Awareness Program

This component of LEAP has been highly successful. Unfortunately, due to a cutback in funding, the model for this program has been changed. Next year the program will be implemented by all instructors who teach sixth graders instead of by two specialists. Although the model has been altered, the goals for the program should remain the same, providing youngsters with exposure to varied career opportunities and concepts. According to the needs assessment, both parents and teachers expressed a desire for the program. In spite of the structural modifications noted above, we expect that it will continue as a successful part of the LEAP program.

Staff Activities

This year the Title I staff has participated in a number of professional activities:

Two Title I teachers gave a presentation on the Career Awareness component of the LEAP program for the Multi-City Parent Workshops.

Title I Director Elizabeth N. Miles and Title I teacher and media specialist Kathleen Indigaro made a presentation on Project LEAP as a "validated" Title I program for the New England States Title I Conference held in Burlington, Vermont. The presentation included a new sight and sound show depicting highlights of the program.

- At the invitation of the State Title I Dissemination Project, LEAP presented an exhibit at the Massachusetts State Title I Conference featuring the Career Awareness component of the program.
- The staff participated actively on the LEAP Reading Committee this year.
- Both the Title I staff and the Parents Advisory Council were formally commended by the School Committee for the excellent quality of their work this year.

The Parent's Advisory Council

Medford's P.A.C. continues to be a very active body contributing strongly to the program in a variety of ways:

- A P.A.C. representative was selected to attend the National Coalition of Title I Parents' Conference held in Detroit during October 1979.
- The P.A.C. was represented at the Leadership Conference for Improving Race Relations in Medford. (Title I staff was represented here also).
- The P.A.C. sponsored their first annual evening lecture series, hosting an invited guest speaker.
- The P.A.C. had active representation on Medford's Basic Skill- Minimum Competency Committee.
- The P.A.C. published a newsletter during the year which was effective in providing Title I parents with information concerning the program and its activities.

- The P.A.C. has continued to sponsor the Leadership Training Program initiated last year by and for interested parents offering its members and other parents opportunities for individual growth and development.

In summary Medfords P.A.C. has contributed significantly to the ongoing success of its Title I program.

Program Administration

As Title I Director, Mrs. Elizabeth Miles continues to perform in an outstanding fashion. The program is extremely well administered, and the morale of staff and parents is high. The organization of the program is commendable and while individual staff roles are clear, there is a healthy sense of cohesiveness within the group. Mrs. Miles supervises the staff development sessions on appropriate and for necessary subjects. One gets the feeling that her weekly meetings are never considered a pro forma activity by the staff, but a valuable expenditure of time. All testing and record-keeping is done in an efficient and timely fashion. Individual pupil folders are well maintained and current.

Mrs. Miles is also instrumental in maintaining the strong parent group of which Project LEAP is justifiably proud. She has made it clear that parental input and participation are important ingredients in the total program, and parental involvement is warmly welcomed and eagerly sought.

While all staff members and parents involved in the program contribute strongly to its success the high quality of Project

LEAP owes much to the administrative and interpersonal skills of Mrs. Miles.

It is appropriate here to commend the efficiency and committment displayed by the Title I office staff. Their skill and cooperation helps the whole operation to function as smoothly as possible.

School administrators seem pleased with the program and are very supportive of it. Most make a genuine effort to assure that the accommodations for the program withing their schools are as comfortable as possible. Most importantly, they encourage a spirit of cooperation among their faculties which permit the Title I staff to work most effectively.

In conclusion, the evaluators believe Medford's Project LEAP continues to be a Title I program of exceptionally high quality, characterized by a commitment to excellence.

Test Results and Analyses

Metropolitan Achievement Test Results

The Metropolitan Achievement Test was administered in October 1979 and May 1980. Form G was used for Pre- and Posttesting at each level. The test levels used at each grade level, and the number of children who completed pre- and posttesting, are as follows:

Grade 1:	Primary I;	82 children
Grade 2:	Primary II;	68 children
Grade 3:	Elementary;	74 children
Grade 4;	Elementary;	73 children
Grade 5:	Intermediate;	89 children
Grade 6:	Intermediate;	104 children

Results were reported in standard score units which are derived from raw scores (number correct) by using appropriate tables. On the Metropolitan, a particular raw score on one subtest at one level will convert to the same standard score regardless of the time of year the test is administered. Therefore a comparison of pretest and posttest standard scores signifies improvement in ability. Statistical tests of significance (specifically, t tests for correlated observations) were applied to standard scores.

Tables 1 to 6 show the comparison of pretest and posttest results. In addition to showing the means and the standard

deviations in standard score units, the tables present the grade equivalent scores (G.E.) that are equivalent to the mean standard scores. Grade equivalent scores, like standard scores (on the Metropolitan) reflect the number of items correct regardless of the time the test was administered. Grade equivalent scores provide somewhat familiar measurement units and are presented to make it easier to interpret the results.

The results presented in tables 1 to 6 demonstrate that the children, on the average, made significant gains in each subtest at each grade level. (First graders were not pretested in reading comprehension). These results are consistent with those of previous years.

Further analysis of Metropolitan Test results was made in conformance with the recommendations made by the Massachusetts Department of Education. The intent was to show where children made greater gains than would be expected under "no-project" conditions. This analysis required several steps.

First it was necessary to compute interpolated gain and interpolated posttest scores. Pretesting was done within two weeks of the beginning-of-year norming date; however posttesting was done four weeks after the end- of year norming date. The interval between pre- and posttesting was 28 weeks. The interpolated gain therefore was 24/28 of the measured gain (posttest minus pretest). The interpolated posttest result

was the pretest score plus the interpolated gain. Interpolated posttest results were computed for each child on each subtest.

Next, expected no-project posttest scores and expected no-project gains were estimated for each subtest. This was accomplished by obtaining the percentile score corresponding to each mean pretest standard score from beginning-of-year norm tables, and then finding the respective standard score for each percentile score on the end-of-year norm tables. These scores estimate the average performance of the group in April (the end of year norming date) if the groups retains its relative standing withing the norm groups (i.e. it retains its percentile level). The difference between the standard scores obtained from end-of-year tables (i.e. the expected no-project posttest scores) and the pretest scores are the expected no project gains).

Finally, t tests were run comparing interpolated gains and expected no-project gains. Standard error of the average interpolated gain was the error term in the t-test. Results of these t-tests are shown in table 7. A one-tailed test was used. This test ignores any instance in which expected no-project gain exceeds interpolated gain.

In table 8, the pretest and the interpolated posttest results are expressed as percentiles and as normal curve equivalents (NCEs). The NCE gain column shown in succinct form the results of the comparison between interpolated gain and expected

no-project gain in table 7. Where interpolated gain equals expected no-project gain, NCE gain is 0.0. Where interpolated gain exceeds expected no-project gain, NCE gain is positive. Where interpolated gain is less than expected no-project gain, NCE is negative.

To summarize:

Where interp. gain = exp. no proj. gain, NCE gain = 0.0

interp. gain > exp. no proj. gain, NCE gain is +

interp. gain < exp. no proj. gain, NCE gain is -

Tables 7 and 8 demonstrate significant improvement in relative status (movement toward or beyond "grade level") by second graders in word knowledge, word analysis, and reading comprehension. Third graders improved in relative status in word knowledge, reading comprehension, and total reading. Fifth graders improved in relative status in word knowledge, language, and spelling. Sixth graders improved in relative status in language

TABLE 1

Comparison of Pre- and Post-test Results[a]

on the Metropolitan Achievement Test

Primary I Form G for Grade 1, N=82

Test	Prestest Mean SS and S.D.	Equivalent G.E.	Posttest Mean SS and S.D.	Equivalent G.E.
Word knowl.	30.83 7.02	1.4	47.05 8.47	2.2
Word anal.	29.78 5.25	1.2	43.62 7.77	2.1
Reading			42.95 8.80	1.9
Total reading			43.76 7.18	2.0

[a]Gains are significant at $p < .001$ level.

[b]Posttest results at date of administration (May 1980).

TABLE 2

Comparison of Pre- and Post-Test Results[a]
on the Metropolitan Achievement Test
Primary II Form G for Grade 2, N=68

Test	Pretest Mean SS and S.D.	Equivalent G.E.	Posttest[b] Mean SS and S.D.	Equivalent G.E.
Word knowl.	47.26 5.16	2.2	58.69 5.77	3.2
Word anal.	46.81 7.26	2.4	58.43 7.31	3.5
Reading	41.96 8.86	1.8	54.49 5.93	2.7
Total reading	45.96 6.34	2.2	55.60 5.24	3.0
Spelling	48.04 6.44	2.3	59.24 8.47	3.0

[a]All gains are significant at $p < .001$ level

[b]Posttest results at date of administration (May 1980).

TABLE 3

Comparison of Pre- and Post-test Results[a]
on the Metropolitan Achievement Test
Elementary Form G for Grade 3, N=74

Test	Pretest Mean S.S and S.D.	Equivalent G.E.	Posttest Mean S.S and S.D.	Equivalent G.E.
Word knowl.	56.18 6.87	2.9	62.58 6.02	3.6
Reading	49.78 10.46	2.4	59.41 8.31	3.2
Total reading	52.47 7.19	2.6	60.05 6.24	3.4
Language	60.51 7.09	3.1	70.03 9.06	4.0
Spelling	55.81 9.15	2.8	64.08 8.64	3.6

[a]All gains significant at $p < .001$.

[b]Posttest results at date of administration (May 1980)

TABLE 4

Comparison of Pre- and Posttest Results[a]
on the Metropolitan Achievement Test
Elementary Form G for Grade 4, N=73

Test	Pretest Mean SS and S.D.	Equivalent G.E.	Posttest[b] Mean SS and S.D.	Equivalent G.E.
Word knowl.	62.90 6.71	3.6	69.23 6.84	4.4
Reading	59.36 8.22	3.2	68.04 8.01	4.2
Total reading	60.19 6.61	3.4	67.68 6.80	4.3
Language	68.73 6.86	3.8	77.14 9.56	5.0
Spelling	65.68 8.33	3.8	72.27 7.24	4.7

[a]All gains are significant at $p < .001$

[b]Posttest results at date of administration (May 1980)

TABLE 5

Comparison of Pre- and Post-Test Results[a]
on the Metropolitan Achievement Test
Intermediate Form G for Grade 5, N=89

Test	Prestest Mean SS and S.D.	Equivalent G.E.	Posttest[b] Mean SS and S.D.	Equivalent G.E.
Word Knowl.	70.79 6.52	4.7	75.87 6.65	5.4
Reading	68.83 7.90	4.3	74.56 8.39	5.0
Total read.	69.74 6.35	4.5	75.29 6.91	5.2
Language	76.56 6.62	4.9	85.80 8.44	6.4
Spelling	78.48 5.58	5.5	83.15 7.56	6.2

[a] All gains are significant at $p < .001$

[b] Posttest results at date of administration (May 1980)

TABLE 6

Comparison of Pre- and Post-test Results[a]
on the Metropolitan Achievement Test
Intermediate Form G for Grade 6, N=104

Test	Pretest Mean SS and S.D.	Equivalent G.E.	Posttest[b] Mean SS and S.D.	Equivalent G.E.
Word knowl.	74.29 5.82	5.2	77.57 6.92	5.7
Reading	72.38 8.65	4.7	78.13 8.11	5.5
Total reading	73.42 6.55	4.9	77.85 6.79	5.6
Language	81.31 5.99	5.6	88.88 8.79	7.2
Spelling	82.26 5.94	6.1	85.97 6.65	6.7

[a]All gains are significant at p .001

[b]Posttest results at date of administration (May 1980)

TABLE 7

Results of t tests for Significance of Difference between Interpolated Gain and Expected No-Project Gain

Grade and Test	Pretest SS	Interpolated Posttest SS	Interpolated Gain	Expected No-Proj.	P[a]
Grade 1[b]					
W.K.	30.8	44.7	13.9	-	-
W.A.	29.8	41.6	11.8	-	-
Grade 2					
W.K.	47.3	57.1	9.8	7.7	$<.01$
W.A.	46.8	56.8	10.0	8.7	.05
R.	42.0	52.7	10.7	8.5	NS
T.R.	46.0	54.2	8.2	8.0	NS
S.	48.0	57.6	9.6	10.5	NS
Grade 3					
W.K.	56.2	61.7	5.5	4.8	NS
R.	49.8	58.0	8.2	2.2	$<.001$
T.R.	52.5	59.0	6.5	3.0	$<.001$
L.	60.5	68.7	8.2	9.5	NS
S	55.8	62.9	7.1	3.2	$<.001$
Grade 4					
W.K.	62.9	68.3	5.4	4.1	$<.01$
R.	59.4	66.8	7.4	2.6	$<.001$
T.R	60.2	66.6	6.4	4.3	$<.001$
L.	68.7	75.9	7.2	7.3	NS

TABLE 7 continued

Grade and Test	Pretest SS	Interpolated Posttest SS	Interpolated Gain	Expected No-Proj. Gain	P[a]
S.	65.7	71.3	5.6	7.0	NS
Grade 5					
W.K.	70.8	75.1	4.3	3.2	.01
R.	68.8	73.7	4.9	5.2	NS
T.R.	69.7	74.5	4.8	5.3	NS
L.	76.6	84.5	7.9	6.4	.01
S.	78.5	82.5	4.0	1.5	.001
Grade 6					
W.K.	74.3	77.1	2.8	3.7	NS
R.	72.4	77.3	4.9	5.6	NS
T.R.	73.4	77.2	3.8	3.6	NS
L.	81.3	87.8	6.5	4.7	.001
S.	82.3	85.4	3.1	2.7	NS

[a]Level of significance is based on one-tailed tests (difference are tested only if interpolated gain exceeds expected no project gain).

[b]Absence of beginning grade 1 norms prevents computation of expected no-project gain.

TABLE 8

Comparison of Pretest NCE and

Interpolated Posttest NCE.

Grade and Test	Pretest %	NCE	Interpolated Posttest %	NCE	NCE Gain
Grade 1					
W.K.	-	-	66	58.7	-
W.A.	-	-	72	62.3	-
Grade 2					
W.K.	56	53.2	64	57.5	4.3
W.A.	64	57.5	68	59.9	2.4
R.	38	43.6	50	50.0	6.4
T.R.	56	53.2	56	53.2	0.0
S.	58	54.2	56	53.2	-1.0
Grade 3					
W.K.	42	45.8	46	47.9	2.1
R.	22	33.7	40	44.7	11.0
T.R.	32	40.1	42	45.8	5.7
L.	50	50.0	48	48.9	-1.1
S.	36	42.5	48	48.9	6.4
Grade 4					
W.K.	36	42.5	40	44.7	2.2
R.	28	37.7	40	44.7	7.0
T.R.	34	41.3	40	44.7	3.4

TABLE 8 continued

Comparison of Pretest NCE and Interpolated Posttest NCE.

Grade + test	Pretest %	NCE	Interpolated Posttest %	NCE	NCE
Grade 4					
L.	44	46.8	44	46.8	0.0
S.	48	48.9	40	44.7	-4.2
Grade 5					
W.K.	40	44.7	42	45.8	1.1
R.	32	40.1	32	40.1	0.0
T.R.	38	43.6	36	42.5	-1.1
L.	48	48.9	50	50.0	1.1
S.	58	54.2	64	57.5	3.3
Grade 6					
W.K.	32	40.1	30	39.0	-1.1
R.	28	37.7	28	37.7	0.0
T.R.	28	37.7	28	37.7	0.0
L.	40	44.7	48	48.9	4.2
S.	50	50.0	50	50.0	0.0

Stanford Early Achievement Test

Kindergarten children in the Title I program were Pre- and posttested on two subjects of the Stanford Early School Achievement tests. Tests were administered in January and May on the subtests Letters and Sounds and Aural Comprehension. These tests measure cognitive abilities that are program projectives at the Kindergarten level.

Pre- and posttest results, in raw score units (R.S.), are compared in Table 9 for the forty-seven children. Significant gains were made in both subtests.

TABLE 9

Comparison of Pre- and Posttest Results on the Stanford Early School Achievement Test for Kindergarten, N=47

Subtest	Pretest Mean R.S. and S.D.	Posttest Mean R.S. and S.D.	t[a]
Letters + Sounds	16.68 6.01	20.85 5.21	6.985
Aural Comprehension	16.02 4.45	19.09 3.83	4.680

[a] Differences are significant at $P < .001$ level.

Phonics

An evaluator-constructed test of phonics knowledge was administered to children in grades one to four. First-graders were post-tested only. Second, third, and fourth graders were pre- and posttested. The test provides items in four areas:

(1) single consonants (18 items),

(2) consonant blends (19 items),

(3) consonant digraphs (5 items),

(4) vowels (10 items). Results provide evidence of improvement and evidence of mastery.

First graders (Table 10) show near mastery of single consonants and substantial knowledge of consonant blends and vowels. Results for grades 2, and 3 and 4 (tables 11,12 and 13) show that second graders made significant gains in each area; third graders made significant progress in knowledge of consonant digraphs and total test; fourth graders made significant gains in consonant blends,digraphs, and total test. In addition each grade (2,3 and 4) appeared to demonstrate substantial mastery of the four areas at the time of posttesting.

TABLE 10

Posttest Results in Phonics for Grade 1

N=84

Subtest area	Posttest Mean R.S.	S.D.
1	17.0	2.42
2	14.5	5.74
3	2.8	1.85
4	8.2	2.61
total	42.5	10.39

TABLE 11

Comparison of Pre- and Posttest Results in Phonics for Grade 2, N=67

Subtest Area	Pretest Mean RS.	SD.	Posttest Mean R.S.	S.D.	P
1	17.1	1.33	17.5	.79	.05
2	15.5	4.31	17.7	2.65	.001
3	2.7	1.61	4.3	.99	.001
4	8.3	2.39	9.7	.71	.001
total	43.7	7.86	49.3	3.80	.001

TABLE 12

Comparison of Pre- and Posttest Results in Phonics for Grade 3, N=68

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	17.5	.89	17.5	.94	NS
2	17.5	2.83	17.9	1.29	NS
3	3.9	1.34	4.4	.96	<.001
4	9.4	1.05	9.6	.99	NS
Total	48.2	4.68	49.5	2.91	<.01

NS= not significant

TABLE 13

Comparison of Pre- and Posttest Results in Phonics for Grade 4, N=70

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	17.5	.94	17.7	.56	NS
2	18.3	1.51	18.7	.96	<.01
3	4.4	.94	4.8	.59	<.01
4	9.7	.69	9.9	.25	NS
Total	49.9	2.81	51.3	1.93	<.001

NS= not significant

Structural Analysis

Fifth and sixth-graders were pre- and posttested on an evaluator-constructed test of structural analysis. The test consisted of items in four areas: (1) base words (8 items), (2) prefixes (11 items), (3) suffixes (8 items), and (4) syllabication (22 items).

Tables 14 and 15 show that fifth and sixth graders made significant progress in all areas of the test. In addition, fifth graders showed near-mastery on subtests of prefixes and suffixes when posttested. Sixth graders showed near mastery in the recognition of base words, prefixes, and suffixes. Both groups require additional instruction in syllabication.

TABLE 14

Comparison of Pre- and Posttest Results in Structural Analysis for Grade 5, N=92

Subtest area	Pretest Mean R.S	S.D.	Posttest Mean R.S.	S.D.	P
1	5.0	2.01	6.5	1.25	<.001
2	8.2	2.63	9.5	.91	<.001
3	6.5	1.90	7.2	1.32	<.01
4	12.1	3.43	14.7	3.00	<.001
Total	31.8	6.82	37.9	4.26	<.001

TABLE 15

Comparison of Pre- and Posttest Results in Structural Analysis for Grade 6, N=105

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	6.0	1.63	6.9	1.40	.001
2	9.3	1.80	9.8	.55	.01
3	7.1	1.08	7.5	.88	.05
4	13.0	3.14	15.5	2.52	.001
Total	35.5	5.06	39.7	3.69	.001

Perceptual-Motor Ability

A select subgroup of children participated in the physical education component of the LEAP program. Their progress was assessed by using a perceptual-motor skills test.

First graders were tested in six areas: (1) ball skills, (2) coordination, (3) balance, (4) body image and directionality, (5) strength, and (6) visual achievement. Children in grades 2 to 6 are tested in five areas: (1) ball skills, (2) coordination, (3) balance, (4) strength, and (5) visual achievement.

Tables 16 to 21 show the progress made at each level. First graders made significant gains in all areas except visual achievement. Fifth graders showed significant improvement in three of five areas (strength and visual achievement failed to reach significance). Sixth graders gained in all areas except strength.

TABLE 16

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 1

N=28

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	2.9	1.18	4.0	.19	<.001
2	3.9	1.34	5.3	.75	<.001
3	1.7	1.08	2.7	.53	<.001
4	1.9	.90	2.8	.50	<.001
5	.9	.36	1.0	.00	<.05
6	.5	.58	1.3	.65	<.001
Total	11.9	3.09	17.0	1.26	<.001

TABLE 17

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 2, N=17

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	1.5	.94	2.8	.44	<.001
2	2.3	.85	3.5	.80	<.001
3	1.9	.90	2.8	.56	<.001
4	1.5	.51	1.8	.39	<.01
5	.9	.78	1.0	.71	NS
Total	8.1	2.67	11.9	1.54	<.001

TABLE 18

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 3, N=13

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	2.3	.75	4.1	.64	.001
2	.5	.66	1.7	.48	.001
3	1.0	.58	1.7	.63	.01
4	1.9	.49	2.7	.63	.001
5	.7	.85	1.2	.69	NS
Total	6.4	1.33	11.3	1.55	.001

NS= not significant

TABLE 19

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 4, N=15

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	2.9	2.05	4.2	1.08	.01
2	.8	.41	1.9	.35	.001
3	1.2	.77	1.8	.41	.01
4	2.2	.77	2.8	.41	.01
5	1.1	.52	1.5	.52	NS
Total	8.3	2.09	12.1	1.46	.001

NS= not significant

TABLE 20

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 5, N=7

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	.9	1.07	2.7	.76	<.01
2	.9	.90	2.7	.49	<.001
3	.3	.49	.9	.38	<.05
4	1.7	.49	2.0	.00	NS
5	1.0	.82	1.6	.53	NS
Total	4.7	1.70	9.9	.90	<.001

NS= not significant

TABLE 21

Comparison of Pre- and Posttest Results in Perceptual-Motor Skills for Grade 6, N=11

Subtest area	Pretest Mean R.S.	S.D.	Posttest Mean R.S.	S.D.	P
1	1.2	.98	2.5	.82	<.001
2	1.5	.93	2.9	.30	<.001
3	.1	.30	.7	.47	<.01
4	1.9	.30	2.0	.00	NS
5	.9	.54	1.6	.67	<.001
Total	5.6	.81	9.7	1.19	<.001

NS= not significant

Career Awareness

The career awareness component of the LEAP program provides students with experiences that are intended to help them understand the world of work and examine their own interests in various jobs and clusters of careers. Three instruments were used to assess the program's effectiveness with the sixth-graders who participated.

A career awareness questionnaire was employed on a pre-posttest basic. The questionaire, which is shown in the following pages, consists of two parts. Part I includes factual information about jobs. Part II includes attitude statements and questions of job preparation, as shown in Table 22, students made significant gains in both parts.

A career awareness interest inventory had students check jobs in which they were interested at the start and end of the program. Jobs were classified in job clusters: Table 23 shows that significantly more clusters and jobs were selected at the end of the program than at the beginning.

Students were also asked to evaluate the program at its conclusion by responding to a student evaluation of career awareness form. The questions on the form and their responses to each question are supportive of the program. The first three items in Table 24 are substantially the same items that were used in the evaluation form in the 1978-1979 Title I evaluation (see p. 38 of that report). The results are essentially similar.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS 1979-1980

TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

Part I.

Directions: Read each sentence carefully and select one answer from the four answers given. Circle the letter (A,B,C or D) which stands before the answer you think is correct.

1. The person who schedules planes for take-offs and landings is called:

   a. pilot
   b. air traffic controller
   c. flight engineer
   d. flight attendant

2. The man or woman who takes a sample of blood from a patient's finger or arm is a:

   a. lab assistant
   b. food scientist
   c. x ray technician
   d. dental hygienist

3. The man who takes the pictures you see on T.V. is a:

   a. film editor
   b. t.v. director
   c. camera operator
   d. critic

4. In large business, the person who does the hiring and firing of employees is the:

   a. personnel manager
   b. receptionist
   c. training representatives
   d. switchboard operator

5. Circle <u>one</u> job that is <u>not</u> in the public service cluster:

   a. city manager
   b. food and drug inspector
   c. teacher
   d. gardener

6. Circle one job title which falls into the category of conservation:

   a. keypunch operator
   b. air pollution inspector
   c. computer programmer
   d. sailor

7. A _____ decides how much property tax each person will pay:

   a. city planner
   b. building inspector
   c. city assessor
   d. personnel manager

8. A proofreader is responsible for performing _____ service (s).

   a. one
   b. no
   c. many

Directions: Read each sentence carefully. Choose the appropriate answer by circling true or false.

1. The energy analysts work to save scarce and dwindling energy supplies.

   true false

2. Mayor, judge, printer all belong to the medical cluster.

   true false

3. Urban planners study the cities needs today and try to determine what the needs will be 10, 20 even 50 years from now.

   true false

4. In the future, the computer area will decline and fewer people will be needed to do the jobs.

   true false

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

1979-1980

TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

Part II.

Directions: Read each sentence carefully and circle the appropriate answer.

1. It is wise to think about different occupations while still in school.

yes no

2. You must attend college to get a good job.

yes no

3. An important part of any job is getting along with people.

yes no

4. Knowing what you don't like will help you decide what kind of work you would like to do.

yes no

5. Parents decide what occupations their children will have.

yes no

6. Every kind of work is important.

yes no

7. Satisfaction in your job will result in a more enjoyable home life.

yes no

8. The subjects you study in school will help you get a job.

yes no

1979-1980
Career Awareness Questionnaire
Part II. (continued)

Directions: Read each sentence carefully and circle the appropriate answer.

9. The subjects you study in school are important only if you want to go to college.

yes no

10. Hobbies are an important part of life.

yes no

11. Every person has responsibilities to his or her community.

yes no

12. Some people can't do anything well.

yes no

13. If you want to be an electrician which kind of school would you choose:

a. university
b. community college
c. vocational-technical school
d. business college

14. Which of the following is <u>most</u> important to you in deciding an occupation?

a. if you make enough money
b. if you like the work
c. if you can advance to a higher position
d. if the geographic location is to your liking

15. To get ready for an occupation you might attend which of the following:

a. vocational-technical school
b. community college
c. university
d. all of the above

Taken together, these instruments show that students gained in knowledge, improved in attitudes, and broadened their interests in careers. Also, the children themselves acknowledged that the program made a positive contribution to their knowledge of careers.

TABLE 22

Comparison of Pre- and Posttest Results on the Career Awareness Questionnaire by sixth graders N=104

Area	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	P
1. Career Information	6.88	1.89	10.03	1.55	.001
2. Self-awareness	9,59	1.95	11.62	2.08	.001

TABLE 23

Comparison of Pre- and Posttest Results in the C.A. Interest Inventory by Sixth Graders (N=104)

Area	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	P
1. Clusters	4.55	1.78	5.32	1.18	.001
2. Jobs	8.02	5.01	10.46	4.79	.001

TABLE 24

Student Evaluation of the Career Awareness Program - Grade 6

	Yes		No	
	No.	%	No.	%
1. Did the Career Awareness program help make you more aware of your strengths and weaknesses?	89	87.3	13	12.7
2. Did you learn more about jobs in the Career Awareness program?	98	96.1	4	3.9
3. Do you think that Career Awareness has helped you become more interested in this (student-identified) job cluster?	82	80.4	20	19.6
4. Have you ever shared information about a job with your family or your classmates?	76	74.5	26	25.5
5. After completing a job group in Career Awareness, have you ever tried to learn more about one of the jobs in the group?	69	67.6	33	32.4

School Adjustment Counseling

The school adjustment counselor details her work in the report contained in the appendix. In a summary report of progress made by individual children with whom shw worked, the counselor stated that fifteen children made great progress toward goals that were set, twenty-six showed some or minor progress, and three showed no progress.

AFFECTIVE DOMAIN: BEHAVIOR/ATTITUDE CHECKLIST

The Behavior/Attitude Checklist has been devised by the LEAP staff to help indicate the degree to which students grow in affective skills. It is based on the premise that these skills frequently contribute to the child's performance in the cognitive areas. The LEAP staff have identified twenty items which they feel will contribute to the child's learning and will further serve as indicators of growth. The twenty items are divided into four categories: Self-Confidence, Respondsibility, Cooperation and Interest with four to six statements in each. (The entire checklist is to be found on the following pages).

By delineating the items, the LEAP staff is able to offer substance to the abstract concepts of Self-Confidence, Respondsibility, Cooperation and Interest. At the same time, awareness of the presence-or absence- of particular behaviors enable the teachers to focus on means of providing experiences which will, in fact, promote the behavior. For example, under the heading of Respondsibility, Item #2 states: "The child will arrive for classes on time." The LEAP teacher, in considering the checklist, makes an assessment of this item and, if it is felt that such behavior is not indicated, may take appropriate steps to help the child. Every item may be considered in a similar manner. The teacher must consider, for each child, "Does the child share materials?"

(see Cooperation). " Does the child express ideas and opinions?" (See Self-Confidence.) The tally provides some indication of the degree to which such behavior are indicated at the beginning of the year and compares it with student assessment in the Spring.

As a result, Table 25 shows a summary of pre and post-test scores for the entire checklist. Where Kindergarten children in the Fall, indicated, on average eleven (10.98) of the behaviors, by the Spring they were perceived to exhibit almost fifteen (14.78) of the twenty items. First graders were observed to average eleven (11.30) of the behaviors in the beginning of the year and almost sixteen (15.80) at the end. Such increases are apparent at each grade level.

While the indicated mean scores serve as general signs of growth, it must be remembered that these reflect individual children's attainment for each item. In that respect, the checklist clearly serves to help teachers to be aware of each child's development as the year progresses and to work to help children grow both cognitively and affectively. Thus the instrument achieves a somewhat synergistic effect in terms of the teacher's understanding of the child's learning pattern and performance.

The fact that children in grades two through six achieve, on the average, eighteen of the twenty items, is a strong indication of the usefulness of the checklist in terms of

teacher awareness. It also clearly shows student attitude toward the LEAP instruction and their growth in the four general areas identified.

TABLE 25

Comparison of Pre- and Posttest Scores on

Behavior/Attitude Checklist

Grade	Number of Children	Pre-Test Mean	Posttest Mean
K	49	10.98	14.78
1	91	11.30	15.80
2	63	14.27	18.13
3	72	13.51	17.92
4	73	14.56	18.12
5	89	14.02	17.87
6	103	13.83	18.10

MEDFORD PUBLIC SCHOOLS

MEDFORD, MASSACHUSETTS

School_____ Child's Name_____

Title I - LEAP

Affective Domain
Behavior/Attitude Check List

LEAP Instructor
Recording Observation

Elizabth N. Miles
Director/Supervisor-Title I

_____

_____

If the child usually shows the behavior indicated in the statement when the opportunity arises mark the statement with a plus +.

If the child usually does not show the behavior at these times indicate with a minus -.

If you cannot make the judgement, indicate N.A. in the space.

We plan to conduct these observations over a period of two years; therefore please use the two columns between the first two double lines for the pre and post observations the first year and the two columns between the second double lines for the second year.

Date Recorded

A. Self Confidence

1. The child will attempt a new task voluntarily
2. The child will interact with adults.
3. The child will volunteer information.
4. The child will complete a task independently.
5. The child will express his ideas and opinions.
6. The child will interact with peers.

B. Responsibility

1. The child will attend school regularly.
2. The child will arrive for classes on time.
3. The child will take proper care of the materials and books assigned.
4. The child will question material that is not understood.

Medford Public Schools
Title I LEAP
Behavior/Attitude Check List, Affective Domain
Page 2-

Items	Date Recorded

C. Cooperation

1. The child shares materials.
2. The child is willing to take turns.
3. The child listens to peers.
4. The child listens to teachers.
5. The child responds to suggestions as well as commands.
6. The child asks to assist teachers and other students.

D. Interest

1. The child expresses a general enthusiasm for the LEAP program.
2. The child will be able to select materials of interest to him.
3. The child shares his LEAP accomplishments outside the LEAP learning center.
4. The child brings related information and materials to LEAP sessions.

Results of Parent Questionnaire

Parents of children in the LEAP program were asked to respond to a questionnaire designed to elicit information related to their perceptions of the program's effectiveness. Three separate questionnaires were used: one for Kindergarten students; another for first graders: and a third form for parents of children in grades two through six. Copies of the questionnaire appear in the following pages.

Examination of the responses to the questionnaire indicate, overall, an overwhelmingly favorable attitude toward the LEAP program. These results are displayed in Tables 26 for Kindergarten, Table 27, for grade one, Table 28 for each of the grades two through six and Table 29 for a summary of grades two through six.

Ninety percent of Kindergarten parents think " the extra help LEAP provides is effective", while eighty six percent would like "my child... to continue if supplementary instruction is required". Parents of Kindergarteners feel " Leap has helped my child have a favorable attitude toward school" and that " the extra help LEAP provides is effective". While some parents are "uncertain" in reaction to some questions this is a reflection of the difficulty of separating LEAP activities from the overall school experience. Still, on what is perhaps the lay question having to do with LEAP purposes in terms of language development, question 1: " The LEAP program has helped

my child express herself/himself and to understand what other people say to her/him" is agreed to by 90% of the parents.

The grade One results are similarly supportive. Ninety eight percent feel that LEAP "has been of help to my child___ in ... reading." Parents think children like the program (91%) and that the help is effective (93%). They also think it is helpful in the future (91%). The fact that 22% are uncertain of LEAP's contribution to a favorable attitude implies a generally positive feeling toward the school in general. Only 36 of 54 parents responded to question 6, which may reflect " let's wait and see" rather than any negative feelings about future assignments.

The summary of responses for Grades Two through Six (talbe 29) is a general continuation of the affirmative parent attitudes of Kindergarten and grade one. Ninety two percent of parents feel that LEAP " has been of help to my child in... reading". Eighty percent or more indicate improved attitude on the part of children (81%), agreement on the effectiveness of the program (88%), willingness to have the child continue (84%), and belief that this year's work will help in the future (89%).

Item 3, which asks if children are reading more books show 53% to 62% parents in agreement. Parents seem to be more "uncertain" concerning this item than in disagreement, and this factor may be related simply to knowing whether more books were read last year than this.

Question five shows fully 76% of the parents indicating that their children " like the extra help". Significantly only 6% are in disagreement, which suggests that for the most part children are reporting favorably on their LEAP experiences.

On balance, parents responded in support of LEAP efforts overall, with six of the eight questions receiving favorable responses ranging from 76% to 92%.

The questionnaire invites comments from parents and these, too, are evidence of strong support for the LEAP program. Some examples:

" I think the LEAP program is a very very good program for children and in the way classes are handled. The child does not feel different because of special help" (grade 6).

" LEAP program is most beneficial and the teachers show concern and care for each child". (grade 5).

" My child has difficulty in all areas and I appreciate all the help she has gotten. Please let us know what else we can do to help". (grade 4).

" We are most encouraged by our child's improvement____ we hope it continues. (grade 2).

MEDFORD PUBLIC SCHOOLS 1979-1980

MEDFORD, MASSACHUSETTS

Title I - Leap

Grade - Kindergarten Date_____

School _____

Parent Questionnaire

	Agree	Disagree	Uncertain
1. The LEAP program has helped my child to express herself/himself and to understand what others say to her/him.			
2. The LEAP program has helped my child to have a favorable attitude toward school.			
3. My child likes the extra help she/he is getting in the LEAP program.			
4. I think the extra help LEAP provides is effective.			
5. I think my child's participation in the LEAP program this year will help my child in school next year.			
6. I think my child should continue in the Leap program next year if she/he requires supplementary instruction.			

Comments_____

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

Title I - LEAP '79-'80

Grade one

School_____ Date---

Parent Questionnaire

	Agree	Disagree	Uncertain
1. The LEAP program has been of help to my child in his/her reading.			
2. The LEAP program has helped my child to have a favorable attitude toward school.			
3. My child likes the extra help he/she is getting in the LEAP program.			
4. I think the extra help LEAP provides is effective.			
5. I think my child's participation in the LEAP program this year will help my child in school next year.			
6. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.			

It is not necessary to sign this form, but we appreciate your comments. _____

_____

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS 1979-1980

Title I - LEAP

Grade two to six

School_____ Date_____

Parent Questionnaire

	Agree	Disagree	Uncertain
1. The LEAP program has been of help to my child in his/her reading.			
2. I think my child's attitude toward reading has improved because of LEAP.			
3. My child is reading more books for enjoyment in or out of school than he/she did last year.			
4. The LEAP program has helped my child to have a favorable attitude toward school.			
5. My child likes the extra help he/she is getting in the LEAP program.			
6. I think the extra help LEAP provides is effective.			
7. I think my child's participation in the LEAP program this year will help my child in school next year.			
8. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.			

It is not necessary to sign this form but we appreciate your comments:

TABLE 26

Summary of Responses to Parent Questionnaire

Kindergarten

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	19	90	0	-	1	5
2	17	81	0	-	4	19
3	17	81	1	5	3	14
4	19	90	0	-	1	5
5	17	81	0	-	4	19
6	18	86	0	-	3	14

Number of returns = 21

TABLE 27

Summary of Responses to Parent Questionnaire

Grade 1

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	53	98	0	-	1	2
2	38	70	0	-	12	22
3	49	91	1	2	3	6
4	50	93	1	2	3	6
5	49	91	0	-	1	2
6	34	63	0	-	2	4

Number of returns = 54

N = 54

TABLE 28

Summary of Responses to Parent Questionnaire

Grade 2

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	41	98	0	-	1	2
2	34	81	2	5	5	12
3	25	60	7	16	8	19
4	28	67	5	12	7	16
5	31	74	1	2	2	5
6	39	93	0	-	2	5
7	40	95	0	-	1	2
8	38	90	1	2	3	7

Number of returns

N = 42

TABLE 28 continued

Grade 3

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	41	85	0	-	5	10
2	35	73	2	4	9	19
3	28	58	8	17	10	21
4	33	69	4	8	8	17
5	31	65	5	10	5	10
6	41	85	2	4	5	10
7	44	92	1	2	3	6
8	42	88	1	2	3	6

N = 48

TABLE 28 continued

Grade 4

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	56	95	2	3	1	2
2	51	86	3	5	7	12
3	39	66	11	19	9	15
4	43	73	5	8	9	15
5	49	83	1	2	7	12
6	51	86	3	5	3	5
7	52	88	2	3	4	7
8	54	92	2	3	1	2

N = 59

TABLE 28 contined

Grade 5

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	48	91	1	2	4	8
2	42	79	5	9	5	9
3	28	53	12	23	13	24
4	35	66	4	8	12	23
5	42	79	5	9	6	11
6	47	89	1	2	5	9
7	43	81	3	6	6	11
8	41	77	6	11	6	11

N = 53

TABLE 28 continued

Grade 6

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	57	92	1	2	3	5
2	51	82	3	5	8	13
3	35	56	10	16	17	27
4	41	66	6	10	15	24
5	47	76	5	8	9	15
6	55	89	2	3	5	8
7	56	90	1	2	4	6
8	46	74	8	13	8	13

N = 62

TABLE 29

Summary of Responses to Parent Questionnaire

Grades 2-6

Item	Agree		Disagree		Uncertain	
	#	%	#	%	#	%
1	243	92	4	2	14	5
2	213	81	15	6	34	13
3	155	59	48	18	57	22
4	180	68	24	9	51	19
5	200	76	17	6	29	11
6	233	88	8	3	20	8
7	235	89	7	3	18	7
8	221	84	18	7	21	8

N = 264

Conclusions

1. Kindergarten children made significant gains in tests of Letters and Sounds and Aural Comprehension.

2. Children in grades 1 to 6 showed substantial growth or mastery in reading,language,spelling,phonics,and structural analysis skills.

3. Participants in the physical education component of project LEAP made substantial gains in most areas of the perceptual-motor skills test.

4. Sixth graders showed improvement in knowledge,attitudes, and interests related to careers.

5. Children in grades 2 to 6 showed significant improvement in relative-status in several areas tested on the Metropolitan Achievement Tests.

6. Children showed improvement in behavior and school attitudes.

7. Parents continue to show support of the Title I program.

8. Building facilities are consistently good to excellent.

9. The PAC continues to demonstrate a high level of parent interest and involvement.

10. The program maintains a high-quality staff development component. This utilizes the skills of staff specialists and instructors as well as contributions by outside speakers.

11. Continued replacement of Title I staff by classroom teachers who lack specialized training may undermine the program.

Recommendations

1. There is a continuing need to emphasize reading comprehension in the upper elementary grades (grades 5 and 6).

2. A staff replacement policy, resulting from decreased pupil enrollments, that replaces skills Title I staff with classroom teachers, requires review by the school administration.

3. The career awareness program that is offered to sixth graders should be maintained by instructors of these grades. The two specialists should provide consultation to the remainder of the Title I staff even if they are reassigned to serve as instructors.

4. Active staff participation in both staff development and parent education should be continued.

5. The LEAP PAC newsletter should be continued and should be used to provide program information and suggestions for parent-child activities.

6. PAC participation at regional and national levels should be encouraged.

Appendix

Reports of Specialists

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

REMEDIAL READING SPECIALIST 1979-80

There are three main goals of the role of the Title I Reading Specialist: 1) diagnostic evaluation and prescription of specific children, 2) the teaching of reading to children, 3) staff development and parent education.

In order to accomplish the first objective, diagnostic evaluation and prescription, the Remedial Reading Specialist tests individual children. The Remedial Reading Specialist uses the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty as well as other tests, both standardized and informal. From these test results, individual prescriptions are written, and remediation begins. An evaluation is usually written for each child tested. This evaluation includes test results, test behavior, strengths and weaknesses of the child and specific recommendations for remediation. These evaluations are used at CORE evaluation meetings and are placed in the child's LEAP folder and cumulative folder.

The second objective is teaching children to read. At the beginning of the school year, the Title I Reading Specialist and the Language Arts Instructor determine which children have the greatest needs in reading. These children are seen by the LEAP Reading Specialist four to five times a week for thirty minute sessions in small groups or on a one-to-one basis. A multi-media approach is used, incorporating tapes, filmstrips, overhead projectors, the Language Master, Voxcom and language experience in their lessons. Many times, skills such as vocabulary, comprehension, and creative writing are built into units of study, such as The Newspaper or the American Revolution.

The third objective is staff development and parent education. This objective is accomplished through in-service meetings, parent workshops, open houses and individual and group consultations. The Specialists provide in-service workshops for staff and parents. These sessions may consist of guest lecturers, films, field trips, discussion groups, and "hands on" participation workshops which provide professional growth and development.

Staff development also includes individual and group consultation. The Remedial Reading Specialist meets with the child's classroom teacher to note progress of the child, compare test results and discuss reading materials and methods used. The same type of consultation occurs with LEA Reading Specialists and Learning Disabilities Tutors. The Remedial Reading Specialist participates in group consultations with other specialists in Title I since a child may be seen by more than one specialist. At these meetings, the Specialists share information, methods and materials, each stressing his or her own particular discipline yet integrating all knowledge so that the most suitable educational plan is devised for that child. The Specialists attend open houses at the target schools where they meet with parents of Title I children.

During the year, the Remedial Reading Specialists attend reading conferences where they participate in various workshops and also view the latest material from publishers exhibits. After the conference, this information is shared with the staff.

96 children were referred to the Remedial Reading Specialists for the school year 1979-1980.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

SHERRIE R. WEINSTEIN, REMEDIAL READING SPECIALIST

Number of children referred	38
Number of children that received help	38
Number of children diagnosed	34
Number of children that have showed gains	36
Number of children that should continue to receive supplementary instruction	20
Number of children dismissed (including grade six)	17
Number of children that have received CORE evaluations	1

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

MARIE MELICAN, REMEDIAL READING SPECIALIST

Number of children referred	58
Number of children that received help	32
Number of children diagnosed	58
Number of children that showed gain	30
Number of children that should continue to receive supplementary instruction	8
Number of children dismissed (including grade 6)	21
Number of children that received CORE evaluations	4

SCHOOL ADJUSTMENT COUNSELOR

The present school year has exhibited the necessity for adjustment counseling services in the Title I - LEAP program. This demand is warranted by the increasing emotional needs of the children in the Title I program. This year, there has been an increase in the short term involvement with families and children in distress. More parents have made referrals for help to the Adjustment Counselor than in previous years.

The School Adjustment Counselor functions as a consultant and support person to the Title I staff, classroom teachers, principals and other school personnel. Communication with parents is also a necessary function of the Counselor which is done either by home visits, school meetings, or phone calls. Children are counseled in their schools on an individual or group basis weekly.

The primary focus is to insure that all students in the Title I program have a rewarding and positive school experience. This will help increase their self-image.

In summary, the School Adjustment Counselor continues to remain a vital member of the team of specialists' services provided to Title I students.

Total number of children referred to the Title I School Adjustment Counselor for the school year 1979-1980 - - - - - - - - -64.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

PHYSICAL EDUCATION SPECIALIST

The Physical Education Specialist continues to provide small group and individualized physical education experiences for identified children in the target schools. The Physical Education Specialist sees each child once a week for a half hour usually in a small group. The acitivities and skills involved in the sessions cover a broad range of physical education experiences The Physical Education Specialist works on meeting the child's particular motor needs and also teaches them specific sports skills. The LEAP physical education program continues to serve as a supplement to the existing physical education program and aids the identified children in meeting its performance objectives.

This year, the Physical Education Specialist continues to provide information on Title I children to the CORE Evaluation Team, and assists them in assessing the children's psycho-motor needs. The Physical Education Specialist participated in the Annual State Title I Conference and also assisted Title I students who participated in the City-Wide Olympic competition. The Physical Education Specialist took part in child-study sessions with classroom teachers and the Title I staff, and is available for parent conferences.

The pre and post evaluation device used again this year was the psycho-motor development checklist that was developed three years ago.

This year, the criterion used for selecting children for the LEAP physical education program was a referral from a classroom teacher, LEAP instructor, or a school department specialist.

One of the aspects that makes the LEAP program unique is that it provides the services of a Physical Education Specialist. It is felt that physical education is an integral part of the Title I program. The philosophy of LEAP is to utilize a team approach in working with the total child. There are language arts instructors and remedial reading specialists to work within the child's cognitive domain and an adjustment counselor for the affective domain. This leaves the all important psycho-motor realm for the Physical Education Specialist. Studies have shown that children who are experiencing learning difficulties often display gross and fine motor problems as a symptom or as a cause of the learning problem. Due to repeated failures in the classroom and on the playground, LEAP children often develop very poor self-images. By working with these children in small groups, help can be provided to develop the physical and social skills needed to function successfully within their peer group.

157 children were referred to the Physical Education Specialist for the school year 1979-80.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

PAUL MATTATALL, PHYSICAL EDUCATION SPECIALIST

Number of children referred	80
Number of children diagnosed	157
Number of children receiving special help	118
Number of children dismissed	30

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

SPEECH AND LANGUAGE SPECIALISTS

The ability to communicate through listening, speaking, reading and writing is the focus of the Title I - Language, Education, Acceleration Program. The Speech and Language Specialists specifically focus on improving listening and speaking skills as these are the basic building blocks to successful communication and educational functioning. Deficits in the areas of speech and language may interfere in the overall learning process.

Responsibilities of the Speech and Language Specialists include, but are not limited to, evaluation of communication skills through both formal and informal testing procedures. Evaluations are conducted in the beginning and end of each school year. Formal testing procedures include various language tests as well as tests of articulation competence. Following the evaluation process intervention programs are developed in the areas of articulation and language. Problems may reveal themselves as difficulties in processing language at the level of phonology, morphology, syntax, and semantics both in decoding and encoding tasks. These may affect both the spoken and written forms of language. Individual programs are developed and each child is seen in therapy once or twice a week in coordination with the other programs of the LEAP personnel.

Throughout the year, frequent contact and consultation is maintained by the Speech and Language Specialists with other LEAP staff members and classroom teachers. The philosophy of the program is based upon a team approach for effective treatment of the total child. The Speech and Language Specialists participate in a monthly child study meeting. In addition, when a LEAP child has been referred for evaluation by the CORE Evaluation team, the Title I Speech and Language Pathologists are asked to participate at related conferences.

The Speech and Language Pathologist meet with parents throughout the year to discuss and evaluate the status of their children's language development. Children dismissed from formal therapy often continue on an observation basis.

The Speech and Language Pathologists provide staff workshops which serve to demonstrate instructional procedures and techniques for developing communication skills in the classroom. The Speech and Language Pathologists also attend state and national conferences to follow current research and programming in the field.

A clinical affiliation program is maintained with Northeastern University to provide training for graduate students in the field of communication disorders.

148 children were referred to the Speech and Language Specialists during the 1979-1980 school year program.

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

PAULA DONOVAN, SPEECH AND LANGUAGE SPECIALIST

Number of children evaluated	62
Number of children enrolled	34
Number of children on observation	5
Number of children terminated	8
Number of children continuing	17
Number of parents contacted	33

MEDFORD PUBLIC SCHOOLS
MEDFORD, MASSACHUSETTS

TITLE I - LEAP 1979-80

MICHELINA PHILLIPS, SPEECH AND LANGUAGE SPECIALIST

Number of children enrolled	31
Number of children dismissed	8
Number of children on observation	34
Number of children evaluated	86
Number of children continuing	17
Number of parents contacted	36

TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

On February 6th and 13th, 1980, the Title I Speech and Language Specialists conducted a two-part workshop for the entire LEAP staff on Extraction and Application of Information From Speech and Language Tests." The specific tests reviewed were the Fisher Logemann Test of Articulation Competence and the Preschool Language Scale. The format of the workshop involved staff participation. The staff was divided into two groups with one of the Speech & Language Specialists leading each group. A handout describing each test and its objectives was reviewed. The types of anticipated errors were also described.

A staff member from each group volunteered to act as the child being tested. A demonstration of the test administration followed. The staff followed along on their own test sheets. Questions were asked throughout the test administration.

Next, an analysis of the results was conducted. The staff discussed information obtained from the tests and how they could utilize this information to develop objectives for the children. Also discussed were ways to carry over articulation and language objectives for the individual children seen by the Speech & Language Specialists. For example, if a child was working on production of the (L) phoneme on the word level in the therapy session, the instructor could provide a good model for the child and reinforce the carryover of the child's productions in the instructional part of the LEAP program.

On the Preschool Language Scale; if a child made an error on the expressive section #35 "Morning versus Afternoon", the instructor could teach this concept in conjunction with a unit on nutrition or meals.

Throughout the workshop, the specialists stressed the importance of integration re: Language is a total process which develops through the integration of information, experiences, maturation, memory, sense of time and space. Thus, integration is shown throughout the profile section of the Preschool Language Scale. For example, note that #31, under auditory comprehension involves sensory discrimination, logical thinking, grammar and vocabulary and self image.

The Speech & Language Specialist compiled a booklet containing some specific activities for remediation and development of language areas. A request was made by the specialists for the instructors to share a language activity they had used successfully in their groups. A booklet was then compiled and distributed to each staff member.

In conclusion, the sharing of ideas, information, and activities among the staff provided a more in-depth understanding of speech and language development and its remediation.

Language Activities

SUGGESTIONS FOR LANGUAGE ACTIVITIES

I. AUDITORY RECEPTION - Ability to understand the spoken word. If a child shows a deficit, these guidelines should be followed in a group situation:

1. Use short, one-concept phrases.
2. Ask short questions.
3. Use experience charts in reading.
4. Give visual clues whenever possible (gestures, written material.
5. Use visual aids whenever possible.

Grades K-2

Riddles:

1. What do cats like to chase?
2. What hides its face with its hands?
3. What has four legs but cannot walk?
4. Mary and Joe went to visit Grandmother and Grandfather in the country. They rode over bumpy roads and had a flat tire. Did Mary and Joe ride in a boat, on a plane, or on horseback?
5. Categorizing can also be used: What 3 words belong together?

   duck, chicken, turkey, baby,
   bread, meat, eggs, house

Identifying Familiar Sounds

Make tape sounds which the children would like - familiar sounds: home sounds, town sounds, country sounds, animals, babies. Pair pictures with the sounds for additional visual clues.

Identifying Nonsense

Ask the child to tell what word is silly or what word should be changed in the following sentences. Explain.

1. I drink water out of a table.
2. I walk on the ceiling.
3. I turned off the T.V. so we could watch cartoons.
4. I like to jump my bicycle to school.
5. Close your book to page 23.
6. Put your shoes on your hands.
7. Go to the closet and get your coat.
8. Do you wemembuh your phone number?
9. She is in the sslecond grade.

II. VISUAL RECEPTION - Ability to understand or interpret what you see - i.e. to comprehend the meaning of symbols, written words of pictures. If a child shows a deficit, follow these guidelines while teaching in a group situation:

1. Allow the child to auditorize whenever possible.
2. Use the phonic method in teaching reading.
3. Check comprehension carefully, giving auditory clues.
4. Encourage the child to use records, tape recorder or other methods of auditorizing material to be learned.

Grades K-2

Letter Identification

Make sandpaper letters and put one on a flannelboard. Have the child feel and trace the letter. Have a selection of pictures from which he can choose the ones that begin with the sound on the flannelboard, and ask him to place the pictures on the board.

Object Identification

Past related items on cardboard, such as table-chair, pillow case-sheet, button-shirt, knife-fork. etc. Cut in 2 irregular pieces. Have the child match items that go together. Increase difficulty by cutting into more pieces.

Visual Memory

Place 10 or fewer different objects in a paper bag. Take them out one at a time, hold them up for a few seconds and replace them in the bag. Then ask the children to list the objects they saw in the correct order. Use simple objects. (Variations: use all vegetables, all fruit).

III. AUDITORY ASSOCIATION - Ability to relate spoken words in a meaningful way. If a child shows a deficit in the auditory association process, follow these guidelines in a group situation:

1. Ask one-concept questions, eliciting several short answers.
2. Accept concrete answers.
3. Supply more abstract cues.
4. Provide visual cues where possible.
5. Give ample time for responses.
6. Give the child a written question to think about before answering oral questions.

Grades K-2

Identifying Sounds

Ask questions like the following:

1. What sound do you make when you eat what you really like?
2. What sound do you make when you sneeze?
3. What sound do make when you bump into something and hurt yourself?
4. What sound does a big dog make when he's angry?
5. What sound do make when you yell for a horse to stop?
6. What sound do you make when you are cautioned to be quiet?
7. What sound does a ghost make?
8. What sound do you make when you blow a breeze with your mouth?
9. What sound does a small toy airplane make as it flies?

Problem Solving

Work on anticipating needs in various situations.

1. If you were going on a trip, what would you take?
2. If you were going to clean the yard, what would you need?
3. What would happen if you put an ice cream cone in your locker?
4. What would you do if you lost your doll?

IV. VISUAL ASSOCIATION - Ability to relate visual symbols in a meaningful way. If a child shows a deficit in the visual association process, follow these guidelines in a group situation:

1. Permit him to trace correct responses first (e.g. letters, numbers)
2. Provide auditory cues when possible.

Grades K-2

Find the shadows: Divide a large sheet of paper into 2 sections. On the left side, draw a group of recognizable objects in detail. On the right side, draw the same objects in different positions and blackened in like shadows. Instruct the child to draw a line from the object on the left side to its shadow on the right.

Find the objects that are different - ask the children to find:

a. A square button in a box of round ones.
b. A large block in a box of smaller ones.
c. A green marble in a sack of blue ones.
d. A rough piece of paper among smooth ones.
e. A pink flower among blue ones.

V. VERBAL EXPRESSION - Ability of a child to express ideas in spoken language. If a child shows a deficit in verbal expression, follow these guidelines while teaching him in a group situation:

1. Provide opportunity and time for oral responses.
2. Provide moral support and verbal cues.
3. Give visual cues (pictures, cards) to help the child describe events.
4. Encourage oral reports permitting the child to use visual aids.

Grades K-2

Taste - Smell - Feel

Three shoe boxes may be used and labeled "Taste,Smell and Feel". Place in the boxes such things as small pieces of candy, grapes, nuts, salt, sugar for tasting. Flowers, onions, perfume, fruit, coffee, tea for smelling. Fur, silk, grass, cotton, rocks, feathers for feeling. The child will taste, smell or feel the objects and tell something about them.

Play a game using five pictures of various objects. One student picks up a card and describes the object on the picture without calling it by name. His side has 3 chances to guess the object; if they don't get it, the other side gets 3 chances. The side that gets the correct answer scores a point.

VI GRAMMATIC CLOSURE

The ability to predict future linguistic events from past experiences. Included in this area are receptive and expressive knowledge of opposites, beginning sounds, ending sounds, rhyming words, same-different categorization skills, syntactic skills, word order, correct verb forms, singular, plurals.

If deficit in grammatic closure follow these guidelines in a group situation:

1. Encourage imitation of the teacher's use of correct grammatical language.
2. Encourage the child to memorize phrases and short poems from recordings.
3. Provide visual cues.
4. Check the child's sound-blending abilities before pressing phonics training.
5. Use drill activities to strengthen sight vocabulary.
6. Check for child's visual closure abilities (ability to percieve objects in incomplete form.

Grades K-2

Completion of sentences and repetition of the sentence (pictures may provide cues) e.g.

a. I go to the store to buy . . . . .
b. We go to the lunch room to eat . . . . . .

(Language Master with visual cues may be used)

Rhyming:

The fuzzy cat chased the (rat).
The children sang until the bell (rang).

Story - Tell the child that every seventh word is left out. He is to find the answers from above the story and fill them in.

Example- These words may be written above the story:

(said, he, got, as, himself, he when to)

Teach opposites - Fill in the missing, beginning or ending sounds in a word.

GRAMMATICAL CLOSURE (cont.)

Same - Different: Ask the child to tell which pair of words are alike or different.

Teach singular and plural forms of words and
Using correct verb tense -

The child crosses out the incorrect word:

Sheila will ~~worked~~ work for Mother.

VII AUDITORY SEQUENTIAL MEMORY

Auditory sequential memory refers to the ability to remember and correctly repeat a sequence of symbols just heard. (immediate audio recall). If a child shows a deficit in this area follow these guidelines while teaching him in a group situation.

1. Permit the child to use visual cues.
2. Have him write as he memorizes.
3. Use short, one concept sentences.
4. Use visual aids.

Activities for Grades K-2

Alphabetical Sequencing:

Start with 3 letters and increase until child cannot repeat.
Give letters out of order and ask child to repeat.

Numerical Sequencing:

Same procedure as word sequencing.

Following directions:

Instructional sequencing - The child repeats the instruction and then follows it.

Repeat Rhymes - Read a selection to the children which relates a short series of events. The child retells the events in order.

Teach:

Name, address, telephone number, days of the week, counting to 100, months of the year.

Rote counting by 1's, 5's and 10's.

Repetition of Sentences - Say simple sentence, making it progressively more complicated. The child repeats each time.

Game:

The first child says "I am going to New York. I am going to take my toothbrush with me. The next child repeats the statement and adds something of his own. This is continued and each child must remember everything that was added and in proper sequence.

Sing a song with repetitions.

VIII VISUAL SEQUENTIAL MEMORY refers to the ability to remember and reproduce a sequence of visual stimuli. If a child shows a deficit in visual sequential memory, follow these guidelines while teaching him in a group situation.

1. Permit the child to use auditory cues.
2. Permit him to trace when possible.
3. Use audio-visual aids.
4. Permit the child to trace flash cards.

Grades K-2

Game:

3 children arrange themselves in a row. Another child looks, covers eyes - the children scramble and then the child arranges the children in the original order.

Arrange objects, remove them and the child rearranges them in the correct order.

Arrange pictures (arrangement shuffled and then rearranged by the child.)

Numbers - With letters or numbers made of felt or other materials, write the child's name, or word, or arrange sequenced numbers. Let the child copy, and later let him arrange these from memory.

Place pictures of activities which tell a story on a flannelboard. Then ask the child to group the pictures in a sequence that makes a story he can tell.

Place geometric cut-outs on a tray. After showing it to the children, rearrange them then ask a child to place them back in original order.

TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

The following activities have been compiled by the Medford Title I - LEAP staff. Thank you for sharing your ideas!

Miki and Paula

Visual Association

Make a pocket chart with envelopes for morning, afternoon and evening. Make picture cards showing specific morning, afternoon and evening activities. Child must place proper activity in proper envelope.

Visual Association and Memory/Auditory Association and Memory Spacial Relationships-Self Image

Have the student trace her left hand on construction paper. This should be cut out and attached to the upper left hand corner of the desk. The hand will help remind the student which side is left and where to start reading or printing.

Mark two shoe boxes LEFT-RIGHT. Place them on the floor away from the student and the other box. As you call "left-right" have the child throw a bean-bag into the box on her left or her right.

Visual Association

Classifying Objects

Three sets of manila flash cards. Paste or draw pictures of each card (i.e. animal pictures, toys, household objects, etc.) Child will place picture cards under the proper category.

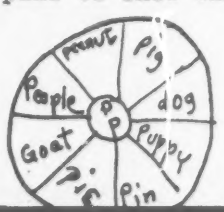
Visual Reception and Association

Materials:

15" circular cardboard plate (the kind used by bakeries)
old workbooks or magazines
paste, markers, clear contact
spring clothes pins (the colored plastic ones are good)

Divide the "plate" into 8 or 10 sections. Paste the letter that is to be introduced in the center of the "plate". Paste the pictures for the sound in the various sections. Be sure to include pictures that different. On the back of the plate, color code the correct pictures. Cover the plate with the clear contact. The child uses the clothes pins to show which pictures begins with the sound in the center.

Example:



Visual-Motor

Magic Bag Game K-1

Objectives:

1. The child will identify the initial consonant sound of the object involved (Visual recognition).
2. The child will produce correctly the initial consonant sound of the object involved. (Fine motor).
3. The child will write correctly the initial consonant sound of the object involved. (Visual-motor).

Materials:

Paper bag; series of objects and/or pictures of objects with previously studied initialed consonants.

Procedure:

Place objects and pictures in paper bag. Have child reach in, choose object, tell teacher initial consonant sound, write initial consonant sound.

(Game may be modified for ending sounds, initial blends, vowel sounds).

Visual Reception and Discrimination

Objectives:

1. The child will develop the ability to visually recognize given letters of the alphabet.
2. The child will develop the ability to visually discriminate between given letters of the alphabet.
3. The child will improve his/her oral language.
4. The child will improve visual memory.

Motivations/Materials:

1. Wallpaper Soundbook
2. Flannel Board/Flannel Letters
3. Alphabet Flash Cards

Procedures:

1. Introduce letters to be worked on.
2. Visual recognition game (finding given letters in soundbook)
3. Visual Discrimination Game (matching letters using wallpaper soundbook, flannel board, flash cards.
4. Visual Memory Game (Flash letter; wait; ask child to find that letter and give its name).

Visual and Auditory Reception

Name the Animals Safari

Collect pictures of a variety of animals. Place the pictures in various parts of the room. Make sure that they can be seen without too much difficulty.

Choose a child to go on a safari. Then write a sentence on the board that will tell him or her what to look for. For example, find the animal whose name begins with E and ends with T. Instead of writing the sentence on the board, it can be done orally. It depends on the level of the child. After the child has given the correct answer, he or she can select someone else, or if they are alone, they can take another turn.

The sentences that are written on the board or done orally can be varied. For example:

Find the animal whose name has five syllables and ends with S. (hippopotamus). Another variation could be - Find the animal whose name has a short vowel a in it (cat).

Purpose:

1. to identify animals
2. to identify consonants
3. to identify vowels
4. to identify syllables
5. to identify digraphs
6. to provide an opportunity for language experience.

Auditory Reception and Discrimination

Objective:

Child names words which begin with same sound as model (consonants).

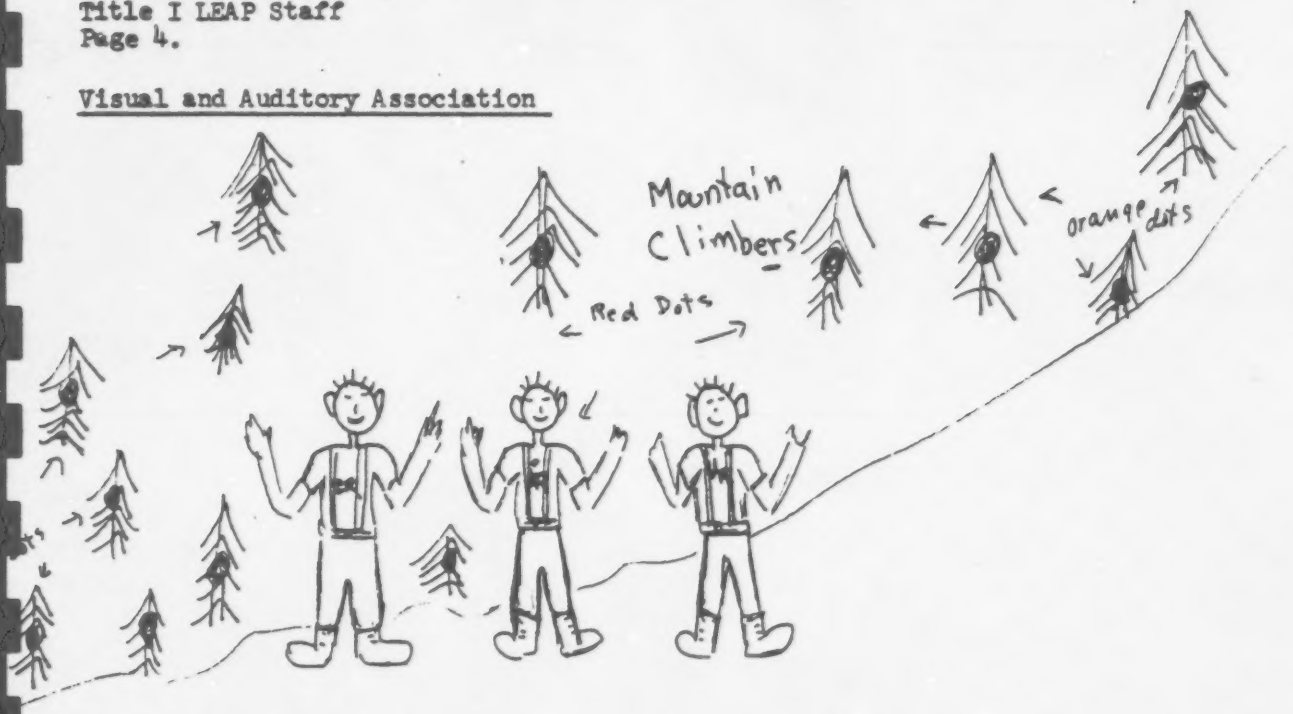
Materials:

Choose a sound to work on (for example "M"). Make a list of words, with about half of the words beginning with the sound you are working on.

must	key	map	my
me	let	fall	me
milk	sun	not	

Directions: Tell the child to listen and clap his hands every time he hears a word that begins like must. Read list one at a time. If a child gives an incorrect response, have him say, must and then the word he missed: "must-sun" This activity may be done by standing behind the child so that he cannot see the formation of the sound or by facing the child to give him the visual clue, depending on the instructor's specific goal at the time.

Visual and Auditory Association



Er, Ir, and Ur are mountain climbers. They are following the purple trail but got lost. They keep yelling their sound er,er,er.....for the search party to hear them. This helps children associate their phonetic sounds.

Auditory and Visual Sequential Memory and Association

Cooking Experience

Provide a cooking experience, such as making popcorn or baking cupcakes. With young children, the directions can be given orally or written in pictures and the children can carry them out. Older children can read the recipe for themselves. Many skills can be incorporated directly while the activity is taking place and during follow-up activities. Listening in order to retell steps in sequence.

Sight words
Reading for sequence
Vocabulary
Reviewing letters and sounds
Writing an experience story
following oral directions
Following written directions
Measuring ingredients
Pouring ingredients
Naming ingredients and equipment
Recognizing textures
Counting
Identifying colors

Verbal Expression

Language Activities for Grades 5 and 6

1. Use a very graphic poster related to some type of subject matter and ask the students to describe what they see in the poster. (My favorite is one from Scholastic Services involving mythological monsters.)

2. Read a short story and make a play from it creating speaking roles and tape it into a recorder. Try to encourage pupils to read with expression so that certain parts will be understood better.

3. Create puppets from characters of a short story or book and have the pupils create a dialogue for them.

4. Encourage students to use correct speech patterns and sentence syntax when discussing topics orally in a group.

Language Master Cards

From the Bell & Howell Language Master System, English Development Set 1, Practical Vocabulary and Expressions, I have selected and used many cards with a child who comes from a home where the only language spoken is Italian. He listens to the cards on the Language Master and repeats the phrase or answers the questions. Some of the phrases and questions are:

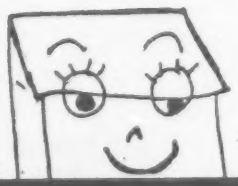
1. Good Morning
2. Good Afternoon
3. Good Evening
4. Hi
5. Hello
6. What is your address?
7. My address is _____.
8. Telephone number. Phone number.
9. My telephone number is _____.
10. Tomorrow
11. Yesterday

Blinkie, the Puppet Who Likes Pretty Things

Draw eyes under the flap of a paper bag (lunch bag size) and ehelids and lashes on top of the flap. The child inserts his hand into the puppet and makes the eyes open and close.

From a box of selected objects (shoes, toys, crayons, pictures) the child chooses one. The child makes Blinkie describe what he sees in sentences. Then Blinkie may carry on a conversation with others in the group about the object described.

Another activity with Blinkie is to have the class guess what the object is that Blinkie is describing.



Verbal Expression

Language Arts Activity for Verbal Espression (Grades 2-4)

Use a large basket with a handle to hold oaktag strips on which the following phrases (or others you can think of) have been printed:

1. a. While walking through the woods you found a wounded baby squirrel...
   b. Your best friend tells you he does not want to accept your invitation to spend the night at your house.....
   c. On your way to the school cafeteria, you find a five dollar bill in the hall....
   d. You see the boy sitting next to you cheating on a spelling test....
   e. It is the week before Christmas and you do not have enough money to buy gifts for everyone in your family....

2. Ask each pupil to draw one strip, read it to himself, and think about how he would solve the problem.

3. After all strips have been distributed, ask the children to take turns reading their problems aloud and presenting their solutions. Remind them to take care to use whole sentences. As alternate solutions are offered, guide the discussion to bring out differing opinions and expressive styles.

Good Resource Books:

Classroom Reading Games Activities Kit
by Jerry J. Mallett

Kid's Stuff
by Forte and MacKenzie

Stick Out Your Neck
by Carson and Dellosa

The Big Basics Book
by Instructor (Magazine)

Teaching Language Arts Creatively
by Chenfield

The following books and kits were suggested by our staff for language activities:

1. Accent on Listening
   Xerox books
2. Wollensak Series Cassettes e.g. "Sounds we Hear"
3. SOS - Sound-Order-Sense
4. Sweet Pickles Series
5. Helping Young Children Develop Language Skills
6. Kid's Stuff by Forte and MacKenzie
7. Stick Out Your Neck by Carson and Dellosa
8. The Big Basics Book by Instructor (Magazine)
9. Teaching Language Arts Creatively by Chenfield

Correspondence

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE
MEDFORD, MASSACHUSETTS 02155

DARYL W. PELLETIER
SUPERINTENDENT OF SCHOOLS

June 4, 1980

To: Title I Parent Advisory Committee
Title I Staff

The School Committee, at its Regular Meeting held on Monday, June 2, 1980, voted:

"That the School Committee commend the Title I Parent Advisory Committee and the Title I staff for their contributions in making this program so successful."

Daryl W. Pelletier
Superintendent of Schools

z
cc: Mrs. Miles, Supervisor/Director

Division of Curriculum and Instruction

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116 (617) 727-5745 Room 638

February 27, 1980

Mrs. Elizabeth N. Miles
Title I Director
Medford Public Schools
10 Hall Avenue
Medford, MA 02155

Dear Mrs. Miles:

Thank you for accepting my invitation to make a presentation on your "validated" Title I program at the New England States' Title I conference. The conference will be held in Burlington, Vermont, on April 16 - 18 at the Radisson Hotel. I anticipate your presentation lasting approximately one hour, with a brief question period following your demonstration.

As soon as I receive additional information about the conference, I will forward the materials to you. I am confident that the other New England states will be as impressed as we were with your Title I program.

Very truly yours,

Richard S. Zusman
Evaluation Specialist
Title I, ESEA

RSZ/dms

cc Jack Baptista, State Project Director, Title I, ESEA
Shirley Roberts, Education Specialist, Greater Boston Region

TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS
10 HALL AVENUE
MEDFORD, MASSACHUSETTS 02155

April 14, 1980

Dr. Albert Kovner, Chairman
Department of Education Administration
Northeastern University
Kennedy Building 104 Fenway
Boston, Massachusetts 021"5

Dear Dr. Kovner:

On behalf of the Title I LEAP City-Wide Parent Advisory Council, we would like to express a sincere "thank you" for the time and expertise that you so generously gave to our first annual evening lecture. It was a most entertaining and informative evening and very well received by all who attended.

We really appreciate all the help and advice you have provided for our leadership training.

Yours sincerely,

Nancy Iovanni,
PAC Chairperson
Roseleen DelloRusso,
Coordinator of the Spring Event

NI/e

TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS
10 HALL AVENUE
MEDFORD, MASSACHUSETTS 02155

March 20, 1980

Memo to: Mrs. Jeanne Abbott and Mr. James Marciano, Title I LEAP
Career Awareness Teachers

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Congratulations on organizing and presenting a most outstanding workshop for the Multi-City Title I Parent Conference on March 19, 1980.

Our program was very well received by all who attended; parents, teachers, directors and evaluators.

Title 1
Dissemination
Project

A Cooperative Project Serving Compensatory Education

Rooms 612-613 Statler Office Building 20 Providence Street Boston, Massachusetts 02116 (617) 426-6324

May 8, 1980

Dear Betty,

On behalf of the State Title I office, the conference planning committee and the 700 participants of the 1980 Title I Spring Conference, May 5th and 6th, thank you for making that event such a colorful and interactive one.

Each year we ask conferees to identify their favorite aspect of the conference and this year, as in the past, the exhibits gained the most votes.

The attractiveness of your display; the enthusiasm it expressed about your program; the selection of materials you exhibited; and the ideas you shared with other participants are fundamental to the conference objectives and very, very much appreciated.

Sincerely,

Sandi

Sandi Lambert,
Project Director

Newsletters

TITLE I

PAC NEWSLETTER

LEAP

MEDFORD
OCTOBER 1979

FALL ISSUE

Nancy Iovanni, Editor

PARENT ADVISORY COUNCIL

COLUMBUS	Mrs. Carol Duffy
FRANKLIN	*Mrs. Diane O'Hare Vice-Chairperson
HANCOCK	Mrs. Frances Amari, Past Chairperson
	Mrs. Lillian Insogna
HERVEY	*Mrs. Frances Berry Recording Secretary
	Mrs. Nancy Durkee
KENNEDY	Election to be held
OSGOOD	Mrs. Maria Cusick
	Mrs. Kathleen Sodano
SWAN	Mrs. Catherine Bates
	Mrs. Sylvia DiPlacido
TUFTS	*Mrs. Nancy Iovanni Chairperson
ST. CLEMENT	Mrs. Emily Shannon
ST. JOSEPH	Mrs. Margaret Regan
ST. FRANCIS	Mrs. Roseleen DelloRusso
IMMACULATE CONCEPTION	Mrs. Doris Flynn
ST. RAPHAEL	Mrs. Diane Costello

These people represent your school. Please contact them if any problem arises.

The City-Wide Parent Advisory Council meets once a month, the third Thursday of the month at 9:30 a.m. at the Old Medford High School. The parents meet to provide "feedback" and questions from other parents concerning our children and school programs. Come and join us for coffee. . . . . Children are welcome!

Guess Who's New!

Curtis School - has joined the Title I Program. Welcome aboard! At the school they will be electing representatives, so look for a PTA notice about this.

Did You Know - - -

According to new Federal Regulations, any person living in a Title I school area may be elected to the Parent Advisory Council. Please submit your name to the principal of your school if you are interested in serving on the Council.

Frances Berry of the Hervey School will represent us at the National Coalition of Title I Parents to be held at Detroit, Michigan. She's one of 53 selected from Massachusetts. We are very glad that someone from Medford had been chosen to represent us.

Career Awareness

Medford has two Career Awareness teachers who are making our children more aware of the career opportunities that will be opening in the future to them. They visit each of the Title I schools.

They are:

Mrs. Jeanne Abbott
Mrs. Theresa Doherty

Have you seen the Title I LEAP room at your school?

Plan to visit and meet your child's LEAP teacher.

The next PAC meeting will be October 25, 1979 at 9:30 a.m. in the Conference Room at Old Medford High School.

Education Week November 11-17

Visit a Title I - LEAP Learning Center during Education Week.

Get to Know Your LEAP Teachers

COLUMBUS	Rita Covelle, Myrna Walton, Donna Paul, Speech
CURTIS	Judith McCarthy
FRANKLIN	Helen Wiseman, Doris Sickler, Michelina Phillips, Speech
HANCOCK	Patricia Ford, Donna Paul, Speech and Sherrie Weinstein, Rem. Reading
KENNEDY	Kathleen Indigaro, Karen Kacamburas, Donna Paul, Speech and Sherrie Weinstein, Remedial Reading
OSGOOD	Patrice DiMare, Harriet Griffin, Marie Melican, Remedial Reading, Michelina Phillips, Speech
SWAN	George Harding, Susan Burns, Marie Melican, Rem. Reading, Michelina Phillips, Speech
TUFTS	Mary Lyman, Sherrie Weinstein, Rem. Reading, Donna Paul, Speech
HERVEY	Marcy Elkin, Michelina Phillips, Speech
IMMACULATE CONCEPTION	Patricia Ford, Michelina Phillips, Speech
ST. CLEMENT	Mary Lyman
ST. FRANCIS	Doris Sickler
ST. JOSEPH	Rita Covelle, Donna Paul, Speech
ST.RAPHAEL	Marcy Elkin, Michelina Phillips, Speech

Providing services to all target schools both public and parochial are:

Margaret Murphy, Adjustment Counselor
Paul Mattatall, Physical Ed. Specialist
Elizabeth N. Miles, Director

The following grievance procedures are published in accordance with complaint resolution procedures as stated in Sec. 184 Federal Regulations of 1978:

The LEA should forward grievances from individual parents or organizations in writing to the City-Wide Parent Advisory Council. If by vote at a duly constituted meeting the PAC determines the grievance to be legitimate and a factor interfering with the effectiveness of the Title I program, they will request a hearing for the council with the LEA. The request for a hearing should be a written notice from the PAC chairperson. The LEA shall provide a hearing for the council within fifteen days of the written request and render a decision in writing within a fifteen day period.

The LEA or the Parent Advisory Council shall have the right to appeal to the Commissioner of Education if the outcome of the local hearing is deemed unsatisfactory. The Commissioner of Education shall provide a hearing within the time span designated by the SEA (State Education Agency) upon receipt of written notice from the LEA or the Parent Advisory Council chairperson. The decision of the Commissioner or his designee(s) shall be rendered in writing and considered final. This decision will be disseminated by the DAC (District Advisory Council) to all local PAC groups.

Miki Phillips, our Title I Speech and Language Specialist LEAPed to a fine finish in less than an hour in the Bonne Belle Marathon.

This issue was prepared by:

Diane Costello
Margaret Regan
Lillian Insogna
Diane O'Hare

DECLARATION OF SELF ESTEEM

I am me. In all the world, there is no one else like me. There are persons who have some parts like me, but no one adds up exactly like me.

Therefore, everything that comes out of me is authentically mine because I alone chose it. I own everything about me, my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be, anger, joy, frustration, love, disappointment, excitement; my mouth and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others as to myself.

I own my fantasies, my dreams, my hopes, my fears. I own all my triumphs and successes, all my failures and mistakes. Because I own all of me, I can become intimately acquainted with me. By so doing, I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting . I can discard that which is unfitting, and keep that which is unfitting, and keep that which proved fitting,and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me. I own me, and therefore I can engineer me. I am me and I

AM OKAY.

Virginia Slater

TITLE I PAC NEWSLETTER

LEAP

MEDFORD
JANUARY 1980

WINTER ISSUE

Nancy Iovanni, Editor

OPEN HOUSE - ST. JOSEPH'S SCHOOL

St. Joseph's School will be having Open House February 5, 1980 at 7:00 p.m. You are all cordially welcomed to visit the LEAP Room located on the third floor of our school. Visit our library also on the third floor.

TARGET SCHOOLS	PARENT ADVISORY COUNCIL REPRESENTATIVES
COLUMBUS	Carol Duffy
CURTIS	Nancy Pratt
	Jane Leach
FRANKLIN	*Diane O'Hare, Vice-Chairperson
HANCOCK	*Frances Amari, Past Chairperson Advisor
	Lillian Insogna
HERVEY	*Frances Berry, Recording Secretary
	Nancy Durkee
KENNEDY	Enza Roselando
	Julie Amadeo
OSGOOD	Maria Cusick
	Kathleen Sodano
SWAN	Catherine Bates
	Sylvia DiPlacido
TUFTS	*Nancy Iovanni, Chairperson
ST.CLEMENT	Emily Shannon
ST.JOSEPH	Margaret Regan
ST.FRANCIS	Roseleen DelloRusso
IMMACULATE CONCEPTION	Doris Flynn
	Marie Hartigan
ST.RAPHAEL	Diane Costello

WHAT DOES THE PARENT ADVISORY COUNCIL DO?

The Parent Advisory Council is a group of parents who share information in the planning operation and evaluation of the Title I Program. Please feel free to come to our meetings held the third Thursday of each month at 9:30 at the Old Medford High School. Children are welcome. Our next meeting will be February 28, 1980 at 9:30 a.m. Come for a cup of coffee!

Are you interested in learning more about parent participation in Title I-Watch for an upcoming happening in the Spring!!

HELPING AT HOME

BE PATIENT!! Learning takes time and effort. Avoid comparing your child with other children. Let your child know that he/she is the one who is especially important to you.

To increase parent participation and add more sparkle to community programs, Mrs. Bettie Miles, Title I LEAP Director, and Mrs. Nancy Iovanni, PAC Chairperson along with Mrs. Enza Roselando attended a day of seminars, workshops and sharing in Malden on Thursday, January 17, 1980. Come to our next meeting and find out what we learned.

Two new LEAP instructors are James Marciano, Career Awareness Instructor for the Kennedy, Columbus, Tufts, St.Joseph and St.Clement schools and Linda Hanley who is an instructor at the Kennedy.

There will be another Multi-City Parent Fair in Malden on March 12, 1980 at the Broadway Manor for anyone who would like to attend. There will be a day of workshops, coffee, luncheon and more important exchange of information. If you are interested, please contact the LEAP office at 396-5800, Ext. 310 or your LEAP Instructor. Medford is allowed 10 parents - - First come first served!

Our Title I LEAP sixth grade Career Awareness teachers, James Marciano and Jeanne Abbott will be presenting our program.

Read with your child . . . Pass the word

ATTENDS NATIONAL CONFERENCE

The National Conference of Title I Parents was attended this year by Mrs. Frances Berry (Hervey School). Mrs. Berry presented the PAC, Mr. Murano and Title I Evaluators with a slide show and talk about her successful and informative trip. Mrs. Berry was one of 53 parents selected to attend from Massachusetts.

DID YOU KNOW???

33 1/2 million women are in the labor force today.

Half of all mothers with children aged 6 to 17 are job holders.

There are close to 6 million children under the age of 6 who mothers are in the labor force.

QUESTIONS PARENTS FREQUENTLY ASK

What programs are available for my child after school?

Try the Medford Community School Program and the West Medford Community Center.

The Title I program is sending out a blue questionnaire, The Re-Assessment of Educational Needs. If you are selected to respond to this survey, please return the form to your school as soon as it is completed. The information provided by this survey will be used to plan for future Title I educational programs.

THE NO SCHOOL NUMBER IS 395-5850
or
395-5851

Please do not call the number for the Medford Public Schools.

CHILDREN'S LEAPings!

COLUMBUS

LEAP PUPILS AT COLUMBUS SCHOOL MAKE PUPPETS

The stories can now be told---------- with puppets! Title I students at the Columbus school have been very busy creating and performing with puppets. LEAP instructor, Myrna Waltan, with the aid of Yerian's book, Fun Time Puppets and Shadow Plays, guided children in making a puppet stage from a cardboard box and puppets from socks, brown paper, construction paper and popsickle sticks. The puppets change names and personalities with the characters they portray. The children are provided with opportunities to share stories they have read, to develop their communication skills and to strengthen their listening skills.
Puppets are fun.
The 6th graders of Title I LEAP at the Columbus School, supervised by Mrs. Covelle, enjoyed reading a captioned 100 frame authentic filmstrip on Robin Hood. The related vocabulary and language was developed. To culminate the activity, each child created a three-foot paper puppet of the story's characters. A diamantes, which stressed parts of speech in reference to each character, was included.

KENNEDY SCHOOL

The grade 6 LEAP students at the Kennedy School, under the direction of Kathleen Indigaro, just published another edition of their newspaper, LEAP LAUGHTER. An interesting part of this newspaper is their "Dear Aggie" column in which they provide answers to their classmates' problems.

Visit the Title I LEAP rooms at your child's school to see the interesting projects they are doing.

This issue was prepared by:
Nancy Iovanni and Peg Regan